



ENGLISH POLICY

Lakenheath Community Primary School



Version Number	5
Date of Policy	July 2023
Review Date	July 2024
Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	May 2012	N/A
2	November 2018	Content Review and Format Change
3	July 2020	Content Review no change
4	March 2022	Content review, some minor amendments.
5	July 2023	Content review, some amendments with the addition of Little Wandle.

1. Introduction

All at Lakenheath Primary School recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

2. Aims

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To ensure children have access to a broad, balanced and creative English curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

3. Objectives

Pupils at Lakenheath Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

4. Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Lakenheath Primary School to be an ideal learning environment for nurturing and developing the whole child.

5. Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups that cause concern. Consequently, we make use of a suitable range of learning activities to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us.

Children for whom English is an additional language are supported in their use of English and given extra assistance where needed.

6. Special Educational Needs

Situations may arise in which individuals need to work at a level below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with EHCPs/Support Plans for learning are supported as instructed by their individual plans. It is for class teachers to decide how to best target their support in liaison with the SENCO.

7. Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study iV Key Stages 1 and 2 (2013) updated July 2014 and in the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2017).

7.1 In the Early Years Foundation Stage (Reception) children are given opportunities to:

- Speak, listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in a language rich environment;
- Learn the key skills to begin reading and writing.

7.2 At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

7.3 At Key Stage 2 (Years 3-6) children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

8. Subject Organisation

8.1 Foundation Stage

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts are used in the daily mixed ability English lessons using good quality texts from the Power of Reading. Children have daily phonics lessons using the new Little Wandle scheme and will read daily. Regular story times develop a love for books and storytelling.

8.2 Key Stage 1

In Key Stage 1, daily phonics lessons continue using the new Little Wandle scheme and children have daily English lessons with an emphasis on literary texts using the Power of Reading. Children have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

8.3 Key Stage 2

In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within English lessons. Additional English sessions include guided reading, spelling teaching, grammar, handwriting and regular reading aloud of a class novel, which may be a text linked to their current topic learning. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

9. Differentiation

There are children of differing ability in all classes at Lakenheath Primary. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual.

10. Approaches to Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, role play and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions.

Speaking and listening skills are taught in English, across the curriculum. Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs. They may be given extra support from an Ekklan trained teaching assistant.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

11. Approaches to Reading

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Reading is a crucial life skill that underpins learning across all areas of the curriculum for all ages in school and beyond. For information about the teaching of reading please see our separate Reading Policy.

12. Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. The Power of Reading Scheme is used to promote a love of literature. It focuses on high quality children's texts and provides creative teaching approaches to engage children in the literacy curriculum. This supports teachers to nurture a whole school love of reading and writing.

Writing skills are approached through The Power of Reading Scheme matching them to topics wherever possible. Teaching is flexible in KS2 and class teachers can apply their own creativity to cover the writing objectives for a year group by slotting in one off pieces of work where needed. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions throughout a unit; applying their taught skills to an unsupported piece of writing.

Younger children are introduced to the cursive style of writing in the Flying with Phonics scheme. In KS1 and KS2 the writing style set out in Little Wandle is used. We have found that this helps children develop fluent, clear and legible joined up writing.

13. Approaches to Grammar and Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum. Every year group is aware of which elements must be taught over the course of a year. Grammar is timetabled to be taught for at least one session a week in KS2. In KS1, there are specific English lessons each week that are dedicated to the teaching of punctuation and grammar.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit teaching which draws children's attention to the origins, structure and meaning of words as well as spelling rules. In KS1, the teaching of spelling is linked to the Little Wandle phonics programme. The No Nonsense Spelling Scheme guides the daily teaching of spellings in Year 2 and KS2

14. Cross-Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable English skills.

14.1 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

14.2 Computing

The use of computers enables children to use and apply their developing skills in English in a variety of ways. Younger children use this as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use computing as a resource for learning, whenever it is appropriate.

14.3 Personal, Social and Health Education (PSHE)

English contributes to the teaching of PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

14.4 Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

15. Planning

We use the National Curriculum to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English.

Guided reading is planned for separately.

16. Resources

There is a range of resources to support the teaching of English across the school; classrooms have dictionaries, thesauruses and other resources to promote an English-rich environment. We have a selection of fiction/non-fiction texts and children have access to the school library.

17. Assessment, Target Setting and Record Keeping

Teachers assess children's work in English through three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

Independent writing is also assessed against a set of expectations agreed by the Bury Schools partnership that are based on National Curriculum expectations and divided into criteria for each year group. A sheet is kept for each child and updated. Some less able children will be assessed at the correct level for them i.e. year 5 child may be assessed against year 4 criteria if that is appropriate. Every child in the school has a Best Book folder which holds a copy of their best piece of writing from each term. This was started in 2017 and will follow the pupils through their time at Lakenheath Community Primary school.

At the end of each long term, assessments of reading and writing are recorded onto our in-house progress tracker system.

Children undertake the national tests at the end of Year 2 and Year 6.

18. Marking

Marking in English is in accordance with the school's Marking Policy and is differentiated by key stage.

19. Evaluation and Monitoring

Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the English Subject Leaders. The work of the Subject Leaders also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leaders meets regularly with the SLT and give Governors an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Subject Leaders have allocated time, in order to enable a review of samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for English meets regularly with the Subject Leaders in order to review progress.

20. Staff Development

At Lakenheath Primary school, staff development is undertaken in the following ways:

- By identifying areas for development during Performance Management reviews (personal development).
- In the School Improvement plan (whole school development).
- By discussion with the Head Teacher and/or co-ordinator.
- By making staff aware of relevant courses.
- By observation and feedback.
- By whole school INSET.
- By visits to leading English teachers when appropriate.

21. Excellence in English

Excellence is celebrated with praise, reward points, head teacher's awards and displays of work. *Great content and presentation, in particular, can result in a child's work being displayed on the Writing Wall, located in the hall during Celebration Assembly.*

Special guests to the school, such as visiting authors and performing arts groups are also actively sought, providing children with stimulating and enjoyable experiences associated with English. Special events such as World Book Day and visiting book fairs are also used to promote excellence in English.

Children are also encouraged to take an interest in their own reading development and the reading development of others by the use of partner reading. From the spring term, older pupils support younger children in the development of their reading and gain self-esteem and a sense of achievement from doing so (subject to non-covid restrictions).

22. Homework and the Role of Parents

We see parents as important partners in the process of developing children's English skills.

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support.

23. Health and Safety

The Head Teacher and staff follow the school's Health and Safety policy at all times.

24. Monitoring and Review of this Policy

This policy was drawn up by the English Subject Leaders, Mrs Nathalie Blackmore and Mrs Karen Knight through the consensus of opinion of all teaching staff as a result of extensive discussion.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English Subject Leaders, on behalf of the Head Teacher and Governors.

